

St John's Church of England School

'I can do everything through Christ, who gives me strength'

Philippians 4:13



PE Policy

Reviewed – September 2022

Date to be reviewed – September 2026

Our Vision

.....I can do everything through Christ who gives me strength'

Phil 4:13

At St John's we foster an ethos deeply rooted in the Bible, underpinned by faith and committed to educational excellence. In our community we respect that everyone is uniquely made in the image of God. We grow together in wisdom, compassion, strength and instil a sense of hope for all to flourish. We make a difference.

Core Values

Faith – is being sure of what we hope for and certain of what we do not see.

Strength – Faith in God presents us with the strength to build and progress in our life and the lives of others

Compassion – We are fair, we care and show understanding towards others.

Wisdom – Building confidence, discipline and knowledge to fully develop our talents in all areas of our lives.

Hope – Coping wisely with situations that will help guide us into fulfilling our aspirations.

Statement of Intent

Physical Education (PE) contributes to educational excellence of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, development and knowledge of the body in action. PE enables children to develop in confidence, perseverance, wisdom, positive competitiveness and organization. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. They must show compassion to others. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others. Children will uphold values of faith and hope when learning new skills and persevere through physical activity.

Funding

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the premium to:

- Develop or add to the PE and sport incentives that we offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies each year, and produce a detailed review of the impact this has on pupil outcomes. Please see our website and PE page for the evidence of expenses and the impact on PE across school.

Statutory Requirements

We follow the National Curriculum and assess using the National Curriculum level descriptions.

We cover all areas of physical education as outlined in the National Curriculum. Pupils' attainment and progress is reported to parents in the end of year report.

The Foundation Stage follows the Early Years Foundation Stage Framework where Early Learning Goals are assessed using Tapestry. At the end of Reception teachers are required to complete the Early Years Foundation Profile for each pupil.

Healthy Lifestyles

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance

- understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes and meet our school drivers all children should:

- follow the conventions of fair play and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment
- Understand the attributes to becoming 'the complete athlete'

Aims and Objectives for the Development of P.E.

At St. John's CofE pupils will be taught through:

- Exposition (demonstration, explanation and instruction) by the teacher and UKS2 pupils to the class, groups or individuals
- Regular exposure to the subject specific vocabulary within sports.
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunities to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Mental Health and Healthy Schools
- Extended high-quality provision through after school activities making use of professional / qualified coaches
- Use of community facilities – local swimming baths
- Proving children with knowledge of what it takes to be the whole athlete. This will be through the 4 areas: physical performance (trying your best), social (communicating well with others), emotional (being able to regulate emotions) and cognitive (being able to work tactically as a team and individual)

Children are entitled to high-quality PE lessons. (See below for time entitlements).
Individual class timetables make reference to the lesson content and teaching times.
These are reviewed annually.

KS1PE	9:00-9:20	9:20-10:20		10:35-12:15		1:15-2:15	2:15-3:15
Monday			BREAK 10:20-10:35	2M	LUNCH 12:15-1:15	1D	1W
Tuesday		2P		1D		2M	1W
Wednesday							
Thursday						2P	
Friday							

KS2PE	9:00-9:20	9:20-10:20	B	10:35-12:15	L	1:15-2:15	2:15-3:15
--------------	------------------	-------------------	----------	--------------------	----------	------------------	------------------

Monday		5V		4CSL 10:35-11:335		5B	4CSL
Tuesday						4CSL	6D
Wednesday						3KS	3R
Thursday				5B / 5V (based on swimming rota)			
Friday	Swimming Autumn 1- 6D Swimming Autumn 2 – 6M Swimming Spring 1 – 6D Swimming Spring 2 – 6M Swimming Summer 1 – 5V Swimming Summer 2 – 5B			4D		3KS	3R

Role of Curriculum Subject Leader

- Works with the Head teacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To support all members of staff in their teaching of PE and to enable CPD for all teacher development
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current changes and good practice set out by the government framework and curriculum
- To evaluate and update the PE and physical activity policy scheme and review / update resources on a regular basis.
- To assist the Head teacher and Governors in the development of the School Improvement Plan.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee a termly inspection of all PE equipment ensuring it is safe and effective for pupil use.

- To maintain a high standard of PE teaching across all year groups and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.
- To take a lead in organizing competitions within the borough through completing sign-up sheet deadlines, selecting and getting permission letters to children's parents and careers, completing risk assessments, medical checks, costing of transport, cover and kit use or equipment

Partnership with Governors

The Standards Committee is responsible for overseeing the P.E. policy and has a strategic role in its implementation. Governors are invited to observe lessons when possible and to attend curriculum events.

Partnership with Parents and Local Community

Parents are invited to two open days during the academic year where attainment and progress in curriculum subjects are discussed. Parents receive information on their child's attainment and progress in P.E. as well as the child's approach to the subject in an End of Year Report.

Parents are encouraged to support their child's education in all subjects. They are welcome to attend sports competitions or shows that their child/ children are participating in.

We have strong links with a local football club and the Harrow school games, and SLA partnership which provide enrichment activities for pupils as well as CPD training for all staff. We believe a strong relationship with other schools enables our pupils to benefit from a wide range of resources as well as providing them with opportunities to demonstrate their skills in a more challenging environment.

We will compete in many competitions against local schools, enabling the pupils to socialize and interact with different children as well as building on their team and physical skills.

Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

Inclusion

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil. Children working at both an exceeding level or SEND level will be identified through a range of progressive skill development and assessment. Their needs will be met through the implementation of individual or group programmes that

encompass a range of learning styles and are designed to enrich the curriculum. This can be achieved through differentiated lesson plans and extra-curricular subjects.

SEN Pupils

Staff should help pupils with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of school life. Staff will:

- make reasonable adjustments to policies and practice to prevent discrimination against disabled pupils
- increase access for disabled pupils, including access to the curriculum, through accessibility planning, sensory materials and specialised equipment
- Build disability equality considerations in from the start at every level of activity, including developing and delivering the curriculum and classroom practice.

In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. To overcome potential barriers to learning in physical education, some pupils may require:

- adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programme of study
- specific support given to enable children to take part in certain activities or types of movement,
- careful management of children's physical regime to allow for their specific medical conditions.

Exceeding Pupils

If pupils are exceeding the levels expected for a particular age group the class teacher discusses this with relevant staff. Discussions could lead to:

- selection for a Gifted and Talented P.E. programme
- participation in projects and competitions aimed at challenging high achievers
- participation in competitions against other local schools with opportunities to reach west London finals
- Greater levelled challenges in PE sessions.
- Communication with parents to discuss next steps out of school or to support the transition at high school.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewelry should be removed and stored safely before each lesson
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently after sporting activity is completed
- All long hair should be tied back
- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing)
- Children should not engage in physical activity without correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers)
- For gymnastics when the apparatus is being used suitable footwear should be worn (gripped socks or barefoot only)
- All children with a verruca should wear shoes or gripped socks indoors.
- Using the current scheme of learning teachers will make a note of children with no PE kit. Parents will be informed after two consecutive occasions of incorrect / no kit.
- In line with continued COVID procedures children are expected to wear the correct PE uniform to school. This should be clean kit and appropriate for indoor / Outdoor PE
- Children will not be allowed to share or borrow PE kits from siblings or other children in school hours.

Travel

When travelling to a sporting activity, the appropriate risk assessments are completed and the following issues addressed:

- All children will wear seat belts at all times in a moving vehicle
- All supervising adults to be aware of risk implications
- All supervising adults will hold an up to date DBS
- All supervising adults will not be alone with children in changing rooms.
- All transporting adults to be fully insured
- Two adults to be present during travel at all times
- Appropriate ratio of adults to children (see travel policy)
- Parent permission for taking children out of school obtained
- Parent permission for use of the school bus or coaches
- Risk assessments completed on all external locations children are visiting.

- Registers to be taken for children at all locations. Staff on the visit will also make a note of medical requirements and ensure the necessary medication has been brought

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

Content and Progression

In Early Years children will be taught:

Games

- Spatial awareness
- Basic motor skills
- Co-ordination and control
- Aiming, predicting and estimating
-

Dance

- Using their imagination in art, design, music, dance, imaginative role-play and stories

Gymnastics

- Travel around, under, over and through balancing and climbing apparatus

KS1 and KS2 Pupils should be taught:

Games

- Simple competitive games
- A variety of ways to send, receive, strike and travel with/without a ball
- Games which include running, chasing, dodging, avoiding and awareness of space and other players
- To develop core skills in attacking, defending, invasion, striking and fielding
- To play small-sided and simplified versions of net/wall and target games

Gymnastics

- To use technical vocabulary
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus
- To repeat movements / develop sequences •
- To develop complex movements

Dance

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity
- Investigate different genres of dance
- To express feelings moods and ideas
- To respond to various stimuli including music

Athletics

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment
- To measure, compare and improve their own performance

Swimming

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water
- To develop floating skills and support positions
- To develop an effective and efficient swimming strokes on the front and back
- To understand and follow basic water safety and survival skills

Outdoor Activities

- To perform outdoor and adventurous activities in a variety of environments (Year 6)
- To face physical and problem solving challenges individually and collaboratively

Monitoring

The P.E. Coordinator is responsible for monitoring the planning, teaching and assessments for P.E. They will observe and ensure teaching is of a high standard and equipment is effective in the delivery of teaching

Assessment

The Foundation Stage completes a Physical Development profile for each pupil as part of the Foundation Stage Profile which is completed at the end of the year and assessments are shared with parents and senior staff. These assessments are also sent off to the Local Authority.

KS1/ KS2

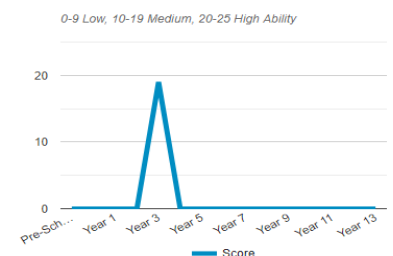
In line with the current scheme of learning children are assessed and monitored on a real time bases with reports created to monitor development and progress. This enables teachers to enhance and make more accurate reporting which in turn informs future planning

INSET

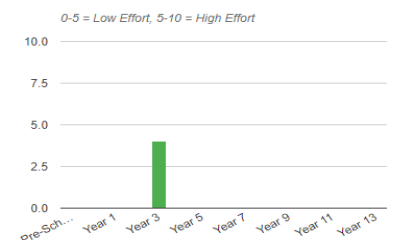
INSET opportunities improve subject knowledge, teaching skills and will be used to inform staff of new developments, techniques, teaching strategies and research.

Provision of INSET is a fundamental element of the School Improvement Plan.

ABILITY BY YEAR



EFFORT BY YEAR



INSETs may be school based or teachers may attend courses provided by external agencies. The P.E. Coordinator organises school based INSET which may include inviting outside instructors, it will take into consideration the needs of the school through pupil voice and staff feedback being regularly completed

Staff wishing to attend training will consult the P.E. Coordinator in order to ascertain whether suitable courses are available and relevant to their professional development and to the current School Improvement Plan.

Evaluation forms are completed and feedback from INSET courses is shared with staff at staff meetings throughout the year. Courses of particular value are identified for cascade training.

Links with External Agencies

- JAG sports
- The Hive Football club
- Harrow school Games Officer
- Harrow Council Health Officer
- Harrow School Sports Partnership
- Barclays Girls Football Partnership
- London Youth Sports Trust Foundation
- Premier League Primary Stars Programme
- The Elms
- Fusion Sports Club
- SA Performers
- Daily Mile Initiatives
- Cycle Confident Harrow
- Everyone Active Harrow

Review

This policy will be reviewed September 2026